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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Rising Tide of Achievement

NEITHER the Journal of Education nor its editor has been guilty of positive or negative educational propaganda for a third of a century.

Nothing has ever been opposed in its propaganda stage; nothing has been boosted in its propaganda stage. No pageant has found us in the drum-major act, and for a third of a century we have never had to be in a funeral procession. We have seen a vast number of brilliant pageants end in a cemetery, but we have never been with them.

No professional disaster has been promoted by the Journal of Education or its editor, and neither has ever rejoiced at the collapse of any propaganda-promoted activity.

We have sometimes been the first to see symptoms of early frost or killing drought, but we have never been responsible for either. We are liable to be mistaken, and will admit it gladly, and no harm can come to any one.

If achievement is on the flood-tide educationally it is not because of anything we have said or done, and if it is not then we are mistaken and no harm will be done. Achievement is on the rising tide. We are glad we discovered it early, and we will be glad that we made an early report of our discovery.

Boys' and Girls' Institute

THE achievement spirit of the day insists upon some public school function that will unify and intensify community forces upon helping boys and girls to be both good and good for something.

Such functioning must be dynamic, full of action, a lot of go and glory in it. There must be nothing tricky or freaky about it. There must be no assumption that seniors are instinctively virtuous and youth liable to be vicious.

Emmet County, Iowa, Marie Sorum, county superintendent, has the right thing to do, and is doing it in the right way through the creation of a Boys' and Girls' Institute which has functioned with increasing virility and serviceability for three years, and is now established as reliably as though it had been in action for decades.

On the last week of the school year the seventy-two schools are closed for two days and the teachers, most of the pupils, and many of the

parents are in attendance upon the Boys' and Girls' Institute.

There are school exhibits of things made in school and out, of plants and animals raised by pupils.

There are really famous musical contests, athletic contest, health demonstration contests and recreation contests. These contests are prepared for throughout the year. There is a picnic dinner each day and a banquet one evening.

There are really famous speakers who are as fascinating to adults as to children. Among their favorites are O. H. Benson of Washington, D.C., and Mrs. Grace Greves Truax of Sioux Falls, South Dakota, than whom there are no superiors in the country. They are State Association program leaders of national reputation. There are always at least two speakers of this class.

Nothing ever comes to any community in the county that arouses greater interest, nothing that approaches this in concentrating the interest of the entire county for the entire year as does this Boys' and Girls' Institute of Miss Sorum. The first year she had to bear some of the expense but now the communities vie with one another for the privilege of paying the bills in order to have the Boys' and Girls' Institute in their midst.

There is no reason why this cannot be done in any country county in the country. It is the best insurance for the making of good and of good-for-something boys and girls.

Miss Emma L. Borden of Fall River gives the Girl Scouts of that city five thousand dollars for a permanent fund. No money does more for America's future than that which is given to the wonderfully efficient organization for girls and boys.

City Superintendents

A CITY of 5,000 population received fifty applications for a $3,000 superintendency. What does this signify? First, that the city superintendency is stabilized. The vacancies in Oakland, Berkeley, San Diego, Denver, Kansas City, Madison, Somerville, Scotts Bluff, Clarinda in no sense suggest instability.

With more than five thousand city superintendencies the number of changes indicating instability is negligible. There is nothing comparable to this in any other phase of professional administration.

Second, the important vacancies have been filled by promotion, as in the case of Oakland, Fresno, Denver, Indianapolis, Terre Haute, Kansas City, Chicago, Baltimore, and Somerville. These promotions create no vacancies in superintendencies.

The selections that have not been promotions have been for achievement in other superintendencies. Passadena, San Diego, Scotts Bluff, Saginaw, Akron, elected superintendents of national reputation elsewhere.

This is eminently satisfactory, educationally, but equally unsatisfactory as a market for would-be recruits. It is a condition and not a theory that confronts the aspiring candidates for city superintendencies.

Achievement and not professionalism is the requirement here as elsewhere.

Most Unfortunate Missprint

AS WE wrote the "Adjustment of By-Laws" in our report on the Minneapolis meeting in the issue of July 23, it read: "The Blair-Claxton study of adjusting the by-laws to the Federal Charter was really a great achievement even if the delegate assembly failed to achieve the necessary two-thirds vote on one article. We have never known as much time, as much masterful thought devoted to any study of a problem of the National Education Association as in this case, and even despite the success of a *minority* in preventing a two-thirds vote on one article, great things were achieved by this study."

When it appeared it read: "despite the success of a *university* in preventing a two-third vote on the article," which was meaningless. Unfortunately, also, the three-weeks' vacation made any correction impossible till now. The wonder is that hand written as that report was and in great haste that this seems to have been the only calamity.

A Great Service

FREDERIC ALLISON TUPPER closed a noble educational service at the graduation exercises of the eighty-seventh year of the Brighton High School of Boston. He has been principal of this school for thirty years, and his forty-eighth year of high school service. He was in Harvard University in its great day and was in one of its famous classes, of which Theodore Roosevelt was a member, and he has made a record in educational service with his pen and in various socio-civic relations. He came into educational service as a young man when the Boston high school principals were well along in years so that he has outlived them all, professionally, and in the prime of life by the rules of the Boston School Board of Education he steps aside.

His personality, intellectual virility, and civic convictions have made his professional life unusually educationally serviceable as well as publicly useful.

Atlanta has been decided upon as the meeting place of the National Education Association, July, 1929.

The Measure of a School

By A. E. WINSHIP

THE sum total of educational achievement in the country as a whole is the proportion of the children and youth who get an education that is marketable. That is, an education which makes them good personally, and publicly, and *good for something* personally and publicly.

The city school system is the height of achievement. It is not the ideal for it is too vast to be ideal. A stallion cannot race to advantage after he is three years old—he is too heavy. No one can ride a race horse if he weighs five pounds too much. But stallions win their fame after they are too heavy to go on the track.

Few men are of much use to the world if they are not too heavy to ride in a race. The country would make a junk heap of its people if it had use only for ideal men and women.

The fact that half the people choose to live where there is accessibility to cities makes life in suburbs a joy; the automobile and the concrete boulevard help the city to carry its markets and attractions far out into what were rural communities, thus removing all countrified appearance from the people.

If city school systems fail of achievement then the states and the nation will fail utterly to educate a people who are good and good for something personally and publicly.

The sum total of educational achievement in a city school system is the proportion of the children who enter the system at the right time in the right way; the achievement of the primary school-grades, one to three, is measured by the proportion of these children who enter the elementary school-grades, four to six, and complete the elementary school work.

The educational achievement of the elementary schools is the proportion of the children who complete the sixth grade and go on to the junior high school and complete grades seven to nine.

The achievement of the junior high school is the proportion of the students who go on to the senior high school and complete the work of the tenth to twelfth grades.

The achievement of the senior high school is the proportion of the students who complete the course and make use of their education in going on to some higher institution of learning or in starting in some business in which they are a success.

Every boy and girl who fails to get a complete equipment for marketing himself to advantage personally and publicly discounts the achievement of the school system.

A vista that does not include a vision is as useless as a mirage, and as deceptive. Any education that goes nowhere is a delusion and may be a snare. The only test of anything in school is its achievement in the use of application thereof.

Achievement is two-fold. It must overcome all natural obstacles or hindrances before it can count as achievement. It is what is styled ohmage in industrial or electric power. Like voltage it only achieves what is clear of obstacles and hindrances.

Southern California has high rank in educational achievement because it has used little educational energy in ohmage, in overcoming traditional hindrances.

Los Angeles has a record so wonderful as to seem to be miraculous.

In the year 1899—1900 the high school enrollment was 1,420.

Ten years later the high school enrollment was 4.6 times that of 1899-1900.

In 1909-1920 the high school enrollment was 26.2 times as great as it was twenty years before.

In 1926-1927 the enrollment in the high schools was 92.7 greater than it was twenty-seven years before. The 1,420 high school students of 1899-1900 had become 131,661.

In 1927, the population was 13.5 times as great as it was twenty-seven years before, but the high school enrollment was 92.7 greater, or the high school enrollment increased 6.9 times as fast as the population.

The elementary schools have practically kept pace with the increase in population which means the first six grades move along at a regular pace and their achievement is such that few fail to go to the high school. The fabulous high school increase is due largely to the great achievement in the elementary schools.

This means that the interest of the children in school work creates a desire to stay in school.

This must be the American standard for city schools everywhere.

Application

Let us always make application our object, but resting on the stern and solid basis of scientific principles. Without those principles, application is nothing more than a series of recipes, and constitutes what is called routine. Progress with routine is possible, but desperately slow.

—Louis Pasteur.

Belding's Page

AUTHORITY IN TEACHING

ONCE there was a teacher who knew all the highest authorities. She could quote educational theory by the yard.

She was a teacher of English. In the field of literature, as in that of pedagogy, she knew her authorities well. She knew what writings are "considered" great and what are not. She knew what authors her pupils ought to like because the critics who are rated the best critics have said so.

But somehow she failed to get her pupils enthused. They could not quite share her reverence for authorities, however eminent.

In a room across the hall another woman was teaching English. This other woman was woefully deficient in her knowledge of the authorities. She couldn't have quoted a half-dozen distinguished opinions offhand if she were to be hanged for refusal.

But she loved literature. Something in her own soul answered to great thoughts, keen humor, the fire that shines in a good book. The inspired words which she had read had become a part of her very life. She could plumb the depths of a profound saying. She could scent the most delicate flower of poetry with enjoyment. And somehow her love of reading was contagious. The second teacher "spoke with authority." The first spoke "by authority." There's a world of difference.

CONCENTRATION

FEW problems in life are solved correctly until some individual has focused his mind upon the matter long enough to force a conclusion.

One of the most important functions of the schools is to train the power of concentration.

Modern trends in education have been in the direction of capturing the learner's interest. The teacher tries to ascertain what the boy or girl cares about, and then to capitalize that natural appeal for the child's development.

The result has been to make education resemble play rather than work. The value of the new approach is exceedingly great, since immensely more energy can be generated for play than for work.

The weakness of the new system is in its comparative inability to secure attention of the pupil to that which is not in itself interesting or cannot be made to appear like play. In some future era of perfected teaching, it may be possible to make all subjects equally fascinating to the young mind. But at the present juncture there are considerable areas which are not specially alluring to the average youngster, and yet seem a needful part of education.

It is an age of self-expression and the schools are helping to make it so. Young people desire to do whatever they desire to do and they fail to see much reason for doing otherwise.

The schools are not alone responsible for this attitude. It exists all about them. The schools have to reckon with it as with other facts.

Dissipated thinking is shallow thinking. Our graduates, if we are not careful, will be incapable of more than superficial study; obliged to accept the conclusions of others because unskilled in forming their own.

Education must concentrate upon concentration. The faculty of attending to a difficult or even a distasteful task must be developed. It can be developed if the teacher recognizes the need and accepts the challenge. Something of the heroic is latent in every breast. Once implant the view in childhood or in youth that the conquest of a painful lesson is a triumph of the human spirit, a victory of the highest self, and a thirst for empire may be created—a thirst for dominion over those subjects which are dull as well and irksome as well as those which hold the attention easily.

"WOOL GATHERING"

A YANKEE, who was dismissed from his position as school janitor because of addiction to the bottle, remarked sarcastically: "I s'pose you'll hire some feller that won't know more'n enough to do just what he's told."

This down-cast janitor put a high rating upon initiative, of which he possessed his due share. He feared for the future of the institution when it should be served by a mere order-taker.

But even the ability to take orders or to follow directions is not common to all.

The child who is sent to the store to purchase a dozen bananas, five pounds of sugar, and a loaf of bread is likely to forget part of the order unless he has been required to repeat it once or twice. Few adults can grasp anything but the simplest instruction completely and accurately at one time.

The mind must be taught to focus. A mind which scatters is akin to legs that wander off the prescribed pathway of some errand and return without the desired articles.

There are teachers who can be diverted from the subject in hand and frequently are so diverted by pupils who have an ulterior object such as escaping recitation in a lesson unprepared.

Anson W. Belding

Associate Editor.

Teachers and Social Progress

By NORMAN FENTON
Ohio University

MODERN life is gradually forcing upon the school more and more responsibility. This responsibility is in part of a custodial nature, for legislation has been passed recently requiring some form of school attendance of all children during longer school terms. Moreover, the ages of children subject to compulsory attendance have been extended recently in many states. There is likewise a tendency at present toward extending the scope of the common schools downward to include, in addition to the kindergarten, the nursery school, for children from two to four. All of these trends indicate a growth in the direction of added custodial responsibilities for the public schools. The development of the nursery school movement is evidence that parents, especially mothers, are beginning to realize that their children may be better off in school under skilled supervision than they often are in or about the ordinary home, or on the street without adequate care, and with no constructive agencies directing their energies and interests into useful and healthful channels. As mothers become better educated, the truth of this last statement will be demonstrated by their demand for nursery schools as a part of our system of common schools. The mothers of the future will also realize much more vividly than those of the present, how great a service the public schools are doing *them*, and how tremendous a part the teacher and the school play in the development—often in the ultimate success and happiness—of their children.

The public schools tend thus to make it their concern to care for children for a longer period of their lives than formerly. But a more significant educational problem is the added cultural obligations which now face the public schools. For as civilization becomes more complex, as each new scientific development, each change in political and economic life, becomes a part of the treasury of common experience, the school's obligation becomes greater. For the function of the school no longer ends with training children in the conventional subjects of the curriculum, the traditional educational tools—it is also its function to give them an adequate orientation to the complex conditions in the midst of which their lives are to be lived. To do this involves numerous serious pedagogical problems in every phase of our educational endeavors. In this connection no problems exceed in significance those involved in preparing well-trained teachers for the public schools. The successful teacher of today needs to know and be sensitive to much more than did her predecessor of a generation ago, and teachers in the future will have still greater responsibilities.

Viewing the school's growing cultural obligations from another aspect, the teacher is seen to be nowadays the means of bridging the gap between the school and the complex society of the present time. She must understand and sympathize, both with the needs and viewpoints of the children in her room, and with the tendencies and direction of social and industrial life outside of school. How else will it be possible for her to present to the children the spectacle of modern society, to point out what is essential therein, and to lead them to realize the worthwhile characteristics which are to be preserved, and the unworthy ones to be changed or discarded? The teacher is a very essential factor in social progress. For if she makes clear to the children the varied features of modern civilized life, and also points out to them their individual responsibilities to maintain and to improve the civilization in which they live, then she is leading them to view their social heritage with the sort of interest and understanding that breeds courage and optimism for the future.

Each individual comes into the world no better endowed for the appreciation of material progress and social ethics than others of the past. The same long tutelage is needed by each newborn individual in order to master the characteristics of the civilization into which he is born. Any lapse in our educational efforts or any inadequacy in our training of teachers is almost certain to result in social deterioration. For the educational facilities of a nation help very greatly to pass on the spiritual and cultural inheritance to the individuals of each new generation. The training of the teachers who are to hold the torch aloft and light the way to understanding for the future citizenry is one of the greatest duties of a democratic state. This being true, the problem of training teachers is lifted for us to new levels of endeavor. The mere ability to teach children the basic cultural needs of modern life—the fundamental or tool subjects of reading, writing and arithmetic—while still as necessary a part of the training of teachers as it ever was, no longer holds the front of the stage alone. At least as essential as a knowledge of the pedagogy of these fundamental skills is the ability to interpret modern social and industrial life in such a way that it will be within the understanding of little chidren.

The world needs open-minded teachers, able to guide the thoughts and energies of children in the direction of a devoted effort to understand the world in which they are later to take their places as citizens and able to encourage these pupils to try their best to make this world a better place

in which to live. In spite of all the worry and fatigue of the daily classroom routine, the spirit and enthusiasm of the teacher will be kept alive by the ideal of inspiring her pupils to higher and better levels of social endeavor than are manifest in her own generation. Courage and hope will come to her from the realization of her responsibilities to the future civilization of America soon to be built up by the very pupils in her class, and in no small part on the basis of what she and her colleagues can inspire them to do. A great problem in the education of the future is how to keep alive the roseate hopes and ideals of the young college graduate in the heart of the experienced teacher. This is a problem in mental hygiene which teacher-training institutions, school administrators, and the general public can no longer evade. For the morale of the teaching profession—the strength and courage and optimism of each individual teacher—is every day playing its part as a serious determining factor in our progress as a nation.

International Bureau of Education

By PIERRE BOVET
Geneva, Switzerland

THE aim of the International Bureau of Education is to serve as a centre of information for all that concerns education. It observes absolute neutrality as to national, political, philosophical and religious view-points. Its ambition is to be an organ of documentation and study, working in a strictly scientific and objective spirit.

Without attempting to go into a detailed description of the work already accomplished, or of the plans afoot, I shall endeavor to point out by means of facts which I believe to be but little known, the close relation that exists not only between our B. I. E. in Geneva, with its modest resources though great ambitions, and the different peace movements; and above all, if I may be allowed to say so, between the idea of an International Bureau of Education and the great ideal of a very growing brotherhood of nations.

To give the history of the idea, we need not go very far back into the past. We shall greet in Comenius, the great educator and pacifist, a prophet who in his *Via Lucis* (1641) proposed to the torn and divided Europe of his day these four astonishingly modern points; the publishing of an encyclopaedia of human knowledge; that of text-books suitable for all men, without distinction of sex, religion, or nationality; the establishing of a new universal language, easier than Latin; and the bringing together of all the scholars in the world, thus symbolizing the spiritual activity of humanity and seeking new roads to happiness for all.

The necessity of an International Bureau of Education could, of course, only make itself felt after the institution of national school-systems. Everyone knows that the first Department of Public Education, the only one existing before the French Revolution, was established in Poland in 1773, on the eve of the downfall of that country. The era of international conferences, congresses and bureaus only begins with the end of the XIXth century. In 1880, the International Congress of Elementary Education, held at Brussels, passed a resolution in favor of an international council of education. But the idea was premature. Only in the XXth century does the need become clear and the schemes increase in number.

It is not my intention to mention them. An incomplete list of about fifteen will be found in the pamphlet by which our B. I. E. introduced its activity. I merely wish, in grouping a few of them, to bring out the leading ideas which they represent.

A first distinction should be made. On one hand we find plans for establishing bureaus directly attached, either to periodically recurring international Congresses, or to international Federations. Schemes of that type are numerous. It probably is scarcely an exaggeration to say that there is hardly one organizing committee of a conference to whom the idea did not occur that it might transform itself into a permanent centre, thus continuing to make its adherents benefit by the quantity of information collected, often with so much difficulty, in bringing the Congress into existence and prolonging its influence. There is also hardly a secretariat of an international Federation which can limit its efforts to administrative business. They all show a tendency to establish a library, file information, and do research work. I am sure that the general headquarters of the Boy Scouts, of the Y. M. C. A. and Y. W. C. A. of the Junior Red Cross, as well as those of the Federation of Secondary Teachers or the Federation of Elementary Teachers, are in many respects international bureaus of education whose germs were to be found in the very constitutions of these international organizations. To learn their history or even to draw up a complete list, it would be advisable to consult the publications of the Union of International Associations in Brussels, or the directory published by the League of Nations.

But there are other types of international Bureaus. Long before taking shape, they had

existed in the mind of a man of vision, of a constructive thinker. To pass from Utopia into reality, they will no doubt have to take the same steps as the bureaus of the first type; they must have the approbation of congresses, and be adopted by associations. Nevertheless these organizations will always keep their own physiognomy; they are a starting point rather than a final achievement.

The idea of an international Bureau of Education of the second type has, during the last few years, been brought forward with special vigor by two independent groups, each of which, has little by little been joined by a number of others. It is probably not due to mere chance that these two groups started in federative states: in the United States and in Switzerland. In both, the stimulating value of comparing documents where schools and methods are concerned is thoroughly realized. Berne and Washington have no central machinery to take care of public education, but while the United States has added a very active and well-informed "Bureau of Education" to its Home Department, official Switzerland has only succeeded in setting up an annual conference of the heads of the cantonal departments of public education, with a modest permanent secretariat. However, many intelligent men feel that great force would come from a centre like that in Washington, even deprived of administrative authority.

Mrs. Fannie Fern-Andrews presents them vividly and delightfully in a report from which we shall borrow many passages, the facts related being, if we are not mistaken, but little known.

"My mind," she says, "goes back to a meeting in Denver, Colorado, when under the presidency of that broad-visioned personality, the late James H. Van Sickle, occurred the first annual meeting of the American School Citizenship League, the organization then known as the American School Peace League. Names high in educational prestige appeared on that program—James M. Greenwood, the forceful, courageous pioneer, a pillar of the National Education Association, and Nicholas Murray Butler, who today, through the great foundation of which he is president, is giving noteworthy service which affects education in every corner of the world. This meeting at Denver occurred two years after the second Hague Conference where the United States delegates, under instructions from Elihu Root, had sponsored and inspired deliberations which, it was hoped, would make international justice more certain and international peace more secure. A few far-sighted educators in different parts of the world expressed the view that a great world adventure such as this should be noted in schools. Particular stress, however, was laid on the motive as given in the preamble of the 1899 and the 1907 conventions which actuated the adoption of the system of arbitration—the desire for international comity and the ultimate concern for humanity. The educators proposed that the opening date of these historic conferences, May 18, 1899, be recognized as an appropriate time to teach the significance of the conferences in "recognizing the solidarity which united the members of the society of civilized nations," and to point out the beneficent results of international good will to one's own nation."

A close connection exists in the United States between the School Citizenship League, the great corporation of teachers, and the National Education Association. The latter, even before the War, communicated its ambitions to the former. The National Education Association gave to its conference in 1915, assembled at Oakland in connection with the Panama-Pacific Exposition, the character of an international conference. And the sad circumstances under which it assembled naturally give pre-eminence to the peace idea in the minds of all. Facing an unprecedented catastrophe, the teachers of the United States (as that country had not yet joined in the War) decided to make a great effort for peace through the mutual understanding between teachers of all countries; the result was the World Federation of Education Associations, founded in 1923 at San Francisco. The names of Augustus Thomas, commissioner of Education in Maine, and one of the directors of the National Education Association; of David Starr Jordan, the scholarly president of Stanford University; of Raphael Herman; and of the secretary, Mr. Williams of the University of Missouri, are the most representative of the World Federation beyond the Ocean.

The World Conference of San Francisco (1923) was followed by two others: Edinburgh (1925), and Toronto (1927), both very large numerically, but almost exclusively Anglo-Saxon. The constitution of the Federation has become more definite, but the headquarters are not yet chosen. A permanent bureau is planned, but does not yet function. Patiently the World Federation is still seeking its way.

Will 1929 see the junction of the two currents whose history we have sketched? It is not impossible. The world Federation of Education Associations has been invited by the B. I. E. to hold its biennial Conference at Geneva. The invitation having been accepted, we may hope that a new and lasting collaboration will result; America bringing its great hopes and powerful resources, and Geneva contributing its knowledge of the needs of the hour and a definite program—Review "Le Christianisme Sociale."

The County Institute is going where the state reading circle has gone. Explanations are needless.

The Teasing of Maybelle Annette

By ROLLAND J. BLUE
Villisca, Iowa

MAYBELLE ANNETTE, prettiest, brightest, cleanest, best dressed, and most audacious girl in the Seventh Grade, was at "outs" with every one but the new teacher. For days the teacher had been noticing the aloofness of the other pupils. They "cut her cold." She came alone into the room, went straight to her seat and to her books, not even glancing at the groups of happy playground gigglers or the cluster of whisperers in the corner by the radiator. No one greeted her with a "Gee, I've got lots to tell you." The teacher wondered, but waited for Time to conquer; or was it for Time to heal unrevealed wounds?

Then, before school "took up," one bright Tuesday morning, the teacher gleaned from wayside whisperings and wayside facial commotions that Maybelle Annette was not only at "outs" but was "in bad." And Maybelle—excuse me—Maybelle Annette, seemed of less equipoise when she entered the room; and Maybelle Annette's eyes seemed red with the red of much weeping. The teacher wondered, and waited, and watched.

That same Tuesday, as the afternoon session began, or just at the precise moment of its beginning, Maybelle Annette walked in, straight past her seat, clear up to the teacher's desk, and reaching out her lily-white hand, with its perfectly manicured nails, deposited an envelope on the desk. Secret side-glances and subtle smiles from the girls, a timely clarification of an obstructed masculine throat with an eventual peroration of intonation as expressive as an "A-hem, the game is about ready to commence." The school watched and waited and wondered, while the new teacher read an epistle from the maternal ancestor of Maybelle Annette.

At recess Tuesday, as Maybelle Annette passed down the aisle to leave the room, a foot, not her own, slipped out into the aisle, and Maybelle Annette went down while poorly concealed snickers mingled with the noise of feet shuffling down aisles and through hall-ways. The teacher retained Maybelle Annette and a few of those suspected of her downfall. Others not directly involved in the up-set of the school morale abbreviated their absence from the room that they might keep up-to-date on the progress of their little world. Maybelle Annette would not accuse any one in particular but made general accusation against every girl in the room; and Maybelle Annette would not dwell for a little minute on the tripping-up incident, but hastened to lodge complaints of ugly treatment began in the remote past fourth-grade days and continued with cumulative force through the ensuing years. "Did you read mamma's letter?" was the key-note of Maybelle Annette's comprehensive charges. The defendants, or their representatives present, denied the charges, and offered the counter charge, "She's stuck on herself." The teacher dismissed the seventh graders at four o'clock and went home wondering if her verbal endeavors had been sufficient to restore law and order. Yes, she prayed that in addition to law and order there might also be a goodly measure of love bestowed—enough to include the whole schoolroom.

The next morning the new teacher chatted a bit too long with the fifth and sixth grade teachers. When she entered her own room just before the last bell rang, she heard a confusion of voices. Maybelle Annette was, as usual, in her seat in the middle of the room. The group around the radiator were informing her in tones not overly lady-like that what had happened the night before was as nothing to what would happen in the future, and if her "mamma" didn't keep her "mug" out of it, she would have to get her mug manicured. Aware of the teacher's presence, law and order took control of things; but the teacher recognized that love had not yet arrived.

It is feared that the boys, or some of them, began to take a livelier interest in the situation as militancy began to leave its tents and draw near to the open battle-fields. On this particular Wednesday afternoon as Maybelle Annette took her seat she sat down on the sharp point of a push-tack. Her ink-well had been emptied of ink and been converted into a glue-pot, and she didn't know this until the writing teacher came in, and not then until this said teacher, as was her wont, commenced to exalt the penmanship abilities of Maybelle Annette.

"I sometimes think pupils fail to do their best because they imagine only supermen can write a perfect hand. Not all persons can become perfect penmen, but some who could become perfect will never be perfect because they fail to stick to the job long enough. Right in your own room you have a girl who is a real artist with her pen. Maybelle Annette will now write our copy and after you have seen the possibility of producing a perfect imitation, then I will ask the rest of you to proceed. We will now wait a few moments while Maybelle Annette uses her pen." The boys, who had temporarily forgotten their donation of Le Page's glue, began to see something funny; they began to think of the teacher's implied in-

junction to "stick to the job"; and when Maybelle Annette's pen stuck, and some neighboring boy declared "She's surely sticking to her job," it was the next-to-the-last-straw. The last straw was, "We said she was all stuck-up." This latter remark was in a loud whisper. No one seemed to know just where it came from, but all the pupils seemed glad it came from somewhere.

Amid the regrettable confusion, Maybelle Annette walked to the teacher's desk, extended a lily-white hand with perfectly manicured nails, deposited a creamy linen envelop, and with a swish of her silky skirts made her way back to the seat. Not with bowed head and sobs that shook her pretty little body, but with head erect and spirit free she took her part in the duties of the afternoon. It was as though she said: "Did you see me give the teacher another letter from mamma? Rebukes and corrections will soon be rightly placed and my restoration is near at hand." The teacher quit wondering and began to answer her own prayers.

At 4 p.m. she said: "The boys may rise and pass quietly down the steps; the girls may remain." The boys turned, arose, and passed, and if their passing was none too quiet that fact has nothing to do with this story.

Then what happened to the girls? For about five minutes they were given a chance to air their views. They spoke as "one man." That is, all spoke save Maybelle Annette. She seemed to realize that her strength was to be quiet. Her enemies seemed anxious to hurl their denunciations, and if it could have been possible they would have turned their denunciations into burning faggots. After this brief period the teacher said:—

"Get your pencils and your composition books. I am going to have you write. Your writing need not be the manifestation of superhuman ability. But what you write must be legible. Furthermore it must be written so that persons not already acquainted with it may nevertheless read it. For what you write may be handed to the school principal and the superintendent of schools, and possibly to your parents. I want it in your composition books rather than on detached pieces of paper, in order that you may be able to preserve it for future reference. And let me say that no one is going to fail because she doesn't stick to the job long enough. You will be here until you have written all that I want. Now, write! Write down everything that you know from personal experience and observation about this quarrel which seems to centre in Maybelle Annette. Go back to the beginning. Tell the whole truth and nothing but the truth. Remember what you write becomes a matter of record. You might tell me how far you are ready to go to get things straightened out and make amends. Write!"

And the girls wrote. The room became painfully silent of all noises but those of pencils conflicting with papers. After a while as the serious side of the situation began to dawn on them, one or two of the girls began to cry a bit. None of the witnesses took the matter lightly. It is doubtful if any of them had recently traced the strained relationships away back to their source. That source was of comparatively no moment. In about fifteen minutes the teacher asked the girls to read aloud their manuscripts. This part of the program had not continued long before the entire fifteen girls began sobbing. There were evidences of remorse and repentance. The psychological moment having arrived the teacher received a promise of better behavior, although she forced no scenes of a sentimental nature upon them; there was no weeping on each other's shoulders, no kissing and making up.

The girls were dismissed. They went straight home. At least they did not dog the footsteps of Maybelle Annette clear to her front door-step; much less did they cry out saucy and slanderous names at the protecting mother of Maybelle Annette.

Maybelle Annette went straight from school for music lesson. It was her teacher who went straight to the home that night. She carried an armfull of composition books. She explained to Maybelle Annette's mother that she had received the letters commanding a quick settlement of the strained situation existing in the schoolroom, and was anxious that justice be done, and done promptly. She further added that the mother need not carry the matter to the superintendent of schools, for she was going to do that herself, unless the mother insisted on not having it done.

The teacher read from each composition book, then handed each book to the mother for full confirmation and verification. The mother became less and less talkative as the reading continued. Each paper began its story back in the fourth grade. Maybelle Annette had openly bragged of her prettier face and form, of her superior family connections, of her more costly and better fitting clothes, of everything that a seventh grade girl ever could brag up. She had been all that she had claimed for herself, but her points of vantage had become obstructions. The mother's only wall of defence was finally: "They all lie. My dear Maybelle Annette isn't that kind of a girl at all." But when Maybelle Annette's own manuscript was read with its own narration of the source of the strife, this wall was entirely demolished. At last the mother declared: "Maybelle Annette was merely joking. The other girls all lack a sense of humor."

The sequel? Mary Devine asked the teacher if she could sit with Maybelle Annette. Maybelle

Annette strolled round the yard of the school with arms of other girls round about her pretty form, and what they chumily talked about was not things that start quarrels. Maybelle Annette did not become less attractive because she was less ready to blow her own bugle. The notes written and distributed surreptitiously in the seventh grade were not so much about fellow pupils as to them.

P. S.—The superintendent did not see the manuscripts written by the quarrel nor did the mother of Maybelle ever issue her orders again.

A Neglected Study

By EDGAR WHITE

Macon, Mo.

THE above heading was used over an editorial on "Citizenship," in a Missouri newspaper. The editor urged that the schools should devote a larger measure of their work in impressing upon students the duties and the responsibilities of citizenship.

What is good citizenship?

In my rounds as a reporter for a morning newspaper I put the question to several local personages, who answered:—

The circuit judge: Willingness to serve on juries, to testify as a witness in cases where the public is interested, to vote at all elections and to show a readiness to do your part in any necessary governmental activity.

A successful merchant: Honest, fair dealing, tell the truth, help in all local enterprises for the general good.

A minister: A strict observance of the golden rule will make a mighty good citizen.

A woman club member: A liking for things neat and orderly about town evidenced by a good example; helping the poor; and by encouraging people in the ways of good conduct.

Charles A. Powell, county superintendent of schools.: "Every answer you have there is good. But getting down to bedrock, good citizenship, as it should be taught, is made of sterner stuff. The good citizen is a fighting man. If you insult his country, its flag and its principles you insult him. He resents it with every ounce of his power.

"There is need for such instruction. The editor of that paper is right. Citizenship should be taught to pupils old enough to read. Give 'em Washington Crossing the Delaware, why the terrible suffering at Valley Forge, the friendship between Washington and Lafayette, and the reason for it. What caused the flint-lock musketeers to go to war with Great Britain?

"Let the children know the measure of a good citizen in the Revolutionary days and why it has not changed and why it never will change so long as this country holds at bay the forces that would wreck it.

"Begin teaching that patriotism and good citizenship come mighty near to meaning the same thing. Both require courage, a steadfast purpose, a real love of country, an abiding self-respect.

"Is there any course of study of greater importance?

"But we are at peace with the world. Our swords have been turned into plow-shares.

"They tell you that.

"We have in this country, known to all, a force that neither respects our flag nor our laws. The foreigner, red at heart, would incite against us his kind in this and other countries. It is not necessary to recall a case that was world moment not so long ago. And there have been others.

"The school on the hill, the fac-similes of which dot the land from ocean to ocean, is our impregnable line of defence. The anarchists in some of the congested centres may bomb and fire buildings, may terrorize communities and tear down fortifications, but they will never be able to break the line of the little district schoolhouses that stretches across the country from North to South and from East to West.

"From them come the citizen-patriots who will stem the line from within and the assailing hosts from without.

"My country! That's the lesson good citizenship learns at the threshold of life, and carries with it to the end.

"I like the old McGuffy readers. They taught that to be a good citizen was a man's-size job. Some of the stories were a litle flamboyant, and the verse may have had a too heroic ring, but it was all fine for youngsters to remember, and I believe it did a world of good in shaping their lives toward good citizenship.

"You have to have ideals. You may not always reach them, but you can battle your way towards them. McGuffy, I suppose, never had a thought of some boy who would be called upon to stand on the burning deck, but he knew his youthful readers would be less likely to shirk duty after reading about 'Casabianca.'

"When I taught school, and a boy or girl wanted to recite that piece I didn't laugh. I told

them to go to it. And if I could find somebody who would volunteer to read the Declaration on the Fourth of July we'd make that the feature of the meeting. It was 'good stuff,' then. It is good yet.

"Here's another important thing about good citizenship, and it shows how imperative it is to teach it in our schools: The nation over has become too indifferent to 'treason in office.' I mean officers who have been untrue to their trust. I've heard it said of men who had been proven corrupt: 'Oh, that won't hurt him with the votes—he'll go in next time a bigger majority than before.'

"Papers all over the country have expressed surprise that certain men adjudged guilty of acts of dishonesty still seem to hold their influence and power with the public.

"I don't know whether these things are true or not, but it is common knowledge such charges are made.

"If the schools of the nation can thoroughly implant in the hearts and minds of the students of today what is the requirement of a good citizen such charges cannot be made against officials of the next generation, simply from the fact that the good citizens of tomorrow will vote, and they will not permit men of doubtful character to hold offices of trust.

"The matter seems to be up to the schools. Not all parents think of these things, nor of their importance. But the school gets the youngster at the right age, and the intelligent teacher will know how to impart a subject of this consequence in a way that will be remembered through life."

Mission of the Junior High School

By PHILIP W. L. COX

[From Preface to "Character Education in Junior High School"]

THE junior high school movement represents the democratic aspirations of the community! It must teach and afford practice in the mechanics of civilization parallel to the aspirations and ideals of the times. These mechanics of civilization are largely hebavior adjustments and their associated knowledges and skills. They are the techniques involved in social co-operations, competitions, and conflicts. These transcend in importance the so-called "fundamental knowledges, skills, and processes," although they involve them and, with reasonable pedagogic oversight, assure their adequate mastery and the certainty of their retention. They promote effectively the conditions of friendly co-operation between teachers and learners and the joy in learning and behaving intelligently; these make probable the continued learning and continued rational behavior throughout life.

The junior high school is strategically instituted to do a great pioneer work. It is new; it can select its own traditions; it deals with beautiful children at the dawn of adolescence and carries them over the crucial period when the integration of their personalities through whole-souled participation in significant projects is essential; it endeavors to interpret the trend and needs of our civilization; and it strives to help every child who is neither feeble-minded nor insane to achieve the social objectives of civic, domestic, and economic efficiency, adequate physical and emotional health, worthy use of leisure time, and good will. If the junior high school does not contribute materially to the solution of these problems that underlie its inception and development, its sponsors must be condemned as inefficient and unworthy.

Character is social, positive, and active. Its education involves practice of the desired behaviors and reflection upon them, but it does not preclude the making of mistakes and their correction. Such practice and reflection and correction can take place only in an intelligently planned and controlled environment. It is to help his readers to provide these conditions that the author has prepared this volume. In it he draws upon his own rich experience in junior high school work and his intimate knowledge and fundamental cogitations concerning the purposes and methods of school control. He has set forth herein a thoroughly practical plan for setting up a miniature democracy, purified and idealized to be sure, but real and spontaneous withal.

To Soothe Strained Nerves...
and counteract ill effects caused by OVERWORK and BRAIN FAG science devised this most refreshing drink. It adds an unusually delicious tang to any flavor fruit syrup.
You'll enjoy it.
Horsford's Acid Phosphate
D-51-3 AT ALL DRUGGISTS

Training for a Social World

By SUSAN DORSEY
Superintendent, Los Angeles, California

RECENT progress has been in the direction of a better adaptation of instruction to the needs of a twentieth century civilization. It has developed chiefly through a modification of the materials and technique of the course of study involving new activities of a social character in the schools.

I desire to point out how rapid and fundamental the change in the general character of the course of study has been and to call attention to the fact that this change has been chiefly in the direction of educating youth to live happily and successfully in the social world, to adjust themselves to an environment of people, and to develop the ability to make contributions to the improvement of that environment.

The statement of a few years ago, setting forth seven principles or objectives in education, has served a double purpose. It has enunciated the educational belief or creed of a democracy, but, more that, it has indicated the direction in which education as a practice should proceed; and this direction is entirely away from the individualistic and selfish; it is wholly in the direction of education for a social world.

The progress in the last few years has been noticeably along two lines: First, there has been introduced a regimen for helping the individual child to realize his full self, not for himself, but for society; and, secondly, there has been frankly undertaken the training of the group, while in school, in social living.

To illustrate the first of these points, that the schools have honestly undertaken to make it possible for every child to realize his completest self, it is only necessary to refer to the wide variety of remedial instruction designed to remove handicaps of physique and personality. I refer, of course, to the introduction of all such training as pertains to the correction of physical defects, the overcoming of mal-nutrition, the elimination of incipient disease, the correction of speech defects—all that educational movement in the direction of relieving the intellectual handicap of the subnormal child. The argument for this remedial program may start, I grant you, with appeals in behalf of the individual who is handicapped; it always ends, however, with justification on the ground that the remedial efforts must be made in the interests of society, so that society may be relieved of the burden of so much dead weight and, if possible, enjoy instead helpful contributions from those who without remedial or preventive training would prove only burdens.

I said a moment ago that progress has been chiefly in the direction of educating the child to realize his full self for society's sake and that to that end a regimen has developed rapidly for the actual training of the group for social living while still in school. I, of course, refer here to the marked tendency in the modern school to place upon the young the responsibility for the orderly direction and control of their own school activities and life, to the disposition to take the young into the school partnership, as responsible along with teachers and principals for the success of the educational undertaking. This tendency, which is in fact no longer a tendency, but a realized state, is illustrated in self-government, now very generally operative in the schools, and in the many enterprises entrusted to children to carry out in and for the schools; such as safety programs, in which the children are at least partially responsible for developing an attitude of caution for themselves and others, and in which certain traffic responsibilities in the halls and on the grounds and at street corners are placed upon the children; I refer to thrift programs, in which the children assume the responsibility for earning their own money and depositing it in the bank, and of making through this business experience the actual social contacts of maturity.

A further illustration of how education in this day is making use of those activities which are of value in the training of the group for co-operative action is had in the marked increase in games as a substitute for the old-time calisthenics. In the former, the aspect is wholly social; in the latter, largely individualistic. In the arts there is an example of this same thing in the marked increase of orchestra, glee club, and chorus instruction. All these educational experiences are group experiences, are, as Dr. Dewey would say, "Life itself."

To give a few other illustrations of this same tendency to adapt instruction to the training for social living: In English, the emphasis placed on oral expression and class discussion, and the tendency to dramatize, all point to the same thing; in Home Economics the very manifest disposition to adapt instruction to the immediate home conditions of the district, as in cases where young girls who, on reaching home from school, must prepare the evening meal because their mothers work, are given definite recipes and suggestions to assist them in the performance of that duty, or in other cases where the sewing is adapted to the making of the girl's own dresses or of garments for younger brothers and sisters—all these things point to the fact that the schools have progressed in a realization of their responsibility to help young people to realize themselves more fully for the immediate betterment of that part of society represented by the home.

This effort of the schools to adapt instruction to the needs of a social world has brought about these and other marked changes in the school activities and subject matter; quite as noticeable have been the changes in classroom procedure and technique, made necessary because of the new subject matter and new adaptations. The effort to do the best for every child, in order that no individual may be lost to the social group, is illustrated in a very general reclassification of children in a single school or room. Perhaps progress is nowhere more evident than in the new procedure by which children of the same general ability or intelligence are grouped together for instructional purposes, thereby making it possible for fewer children to fall by the way and greatly facilitating the progress of those who can move on more rapidly.

As another example of the same, there may be mentioned the arrangements by which over-age and over-size children, who have gained from elementary study all that for the time being, at least, they can master, are permitted to move up into special classes offering much hand work, or other type of instruction, by which those children can profit.

The very general introduction of intelligence and standard educational tests, which more accurately measure the capabilities and accomplishments of children, have greatly facilitated this new grouping, as has the use of the counselor service to aid the over-busy principal in determining upon a desirable classification in a given room and to follow up children who show especial difficulties and to help in adjusting the home attitude so that it becomes co-operative instead of indifferent or antagonistic.

To sum it all up, recent progress in elementary education has been in the direction of helping the child to realize himself as a social factor, and of conducting the school activities and experiences so that they shall become a daily practice in social living.

High School Supervision

By M. G. CLARK, Superintendent
Sioux City, Iowa

SUPERVISORS have been called a fifth wheel, existing only for the sake of the wheel. They have been looked upon with suspicion as detectives, whose chief office is to report choice educational scandals to the chief supervisor. They have been designated as educational autocrats who with iron hands are strangling the throats of our educational democracy. At the present time they are very humble, much abused, down-trodden, and an outcast group that are wondering within themselves whether or not there is a legitimate place to lay their supervisory heads. However, the signs of the times are more hopeful.

The supervisor must have a purpose for his or her professional existence. The only legitimate purpose for which money may be expended by a public school board is to increase the efficiency of child training, and to contribute to the general welfare of the pupil. This purpose likewise becomes the only measure by which we can evaluate and defend supervision. The classroom teacher meets at first hand thirty pupils; she is with them daily; her personality is intensive; there can be no question of her value to the child. The supervisor comes into occasional contact with the children; his personality is diffused, the question is to what extent does the supervisor's work carry over into the growth, welfare, and betterment of the children? Unless this value can be shown, the supervisor is indeed a pariah, an educational fifth wheel, an appendix that needs surgical care.

Has the efficiency of the high school been handicapped through lack of supervision? It has been said that the best teaching is found in the kindergarten and primary grades, and the poorest in the colleges. If the high school is to receive the supervision it deserves, the time problem of these supervisors must be solved. The public and the board of education must provide high type assistants in order that the detail of administrative work does not steal the supervisors' time. The administrators must set certain time limits for their work and organize their office so that minor problems and personal interviews may be kept at a minimum.

Work Well Done Is Art

A great deal of the joy of life consists in doing perfectly, or at least to the best of one's ability, everything which one attempts to do. There is a sense of satisfaction, a pride in surveying such a work — a work which is rounded, full, exact, complete in all its parts — which the superficial man, who leaves his work in a slovenly, slipshod, half-finished condition, can never know. It is this conscientious completeness which turns work into art. The smallest thing, well done, becomes artistic.

—William Mathews.

Personal and Professional

C. H. COOPER, president of State Teachers College, Mankato, Minnesota, is the dean of administrative school men of the Northwest, having been at the head of the Mankato School for thirty years. He has had upon his faculty more men who are now presidents of colleges, members of college and university faculties, superintendents of schools, and in other positions of influence than has any other president of any educational institution of the Northwest.

DR. WILLIAM T. BAWDEN, for five years associate superintendent, Tulsa, with Superintendent Philander P. Claxton, is to be managing editor of the *Industrial Education Magazine*, published by the Manual Arts Press, Peoria. He has been on the staff, absent treatment much of the time, for twenty years. Dr. Bawden was for ten years with the United States Bureau of Education, where he became nationally known and highly appreciated. He has every desirable qualification for his editorial service, and the magazine will afford every possible opportunity for platform and convention work. This is one of the highly important announcements of the season. Both the magazine and its new editor are to be congratulated.

HARRY H. KAUFMAN, poultry specialist, Pennsylvania State College, is making some interesting revelations about the importance of the poultry industry which means a billion and a quarter of a billion dollars to the United States and is increasing rapidly. He says men ate eggs before they wore clothes. He says eggs of wild birds and water fowl have been used by people not quite civilized. Raising domestic fowls for eggs is relatively recent.

E. A. HARDY, president of the Canadian Teachers Federation, was highly appreciated at the Minneapolis meeting. Several circumstances of late tend to make "America" include Canada, which will be of value to the States as well as to the Provinces.

WILFORD L. COFFEY, dean of the College of the City of Detroit, will enter upon official service February 1, 1929, and the salary will be $7,500. Mr. Coffey has been state superintendent of public instruction. Dr. A. R. Hatton of Western Reserve University declined the appointment after several weeks' consideration of the appointment by Superintendent Frank Cody. Mr. Coffey is a native of Isabella County, Michigan. He is a graduate of Ferris Institute, Big Rapids, of Ypsilanti State Normal College, and earned a Master's Degree at the State University, Ann Arbor. He was for eleven years assistant state superintendent, and was state superintendent for a brief period. His selection for the deanship of Detroit Municipal College gives great satisfaction in the city and state.

GEORGE A. PLIMPTON is to read a paper on his Mathematical Library at the International Mathematical Association at Bologna in early September, because of the interest mathematicians of Europe have in his world-famous library. It has high significance that European scholars are looking to America for eminence in a matter of this kind.

EUGENE W. BOHANNON, president of the State Teachers College, Duluth, is one of the vast number of men from Southern Indiana who went from the State University at Bloomington into administrative professional service. He was one of the few Indiana students who did his graduate work in Clark University with G. Stanley Hall, and Drs. Burnham and Sanford. He was in various public schools in Indiana before taking his university work, but after graduation work at Clark he went to the Northwest, and was at Mankato State Teachers College until he went to Duluth, twenty-six years ago, to establish one of the best teacher-training institutions. The plant is every way as he would have it. The campus is remarkably attractive, and the outlook upon Lake Superior for sixty miles is like an ocean view.

MRS. MAIDA GREGG, wife of John Robert Gregg, author of the Gregg system of shorthand, who died recently, was vice-president of the company, and a vital factor in the notable success of the Gregg Publishing Company. She was born in Missouri near the home of Mark Twain, and was at one time a pupil of his. She had a rare personality, and her New York home was a socio-literary centre for many years.

EDWARD H. ROCKWELL, dean of the College of Engineering, Rutgers University, is to be professor of civil engineering in Lafayette College, Easton, Pennsylvania. Dean Rockwell is a graduate of Worcester Polytechnic Institute and was on the faculty of Tufts College for twenty years before going to Rutgers, where he has held his present post for six years. He is consulting engineer of the Oliver Iron Mining Company of Duluth. During the war he was consulting engineer on concrete ship design, and also on the design of United States arsenals. President Lewis is building a strong faculty at Lafayette.

EDUCATION IN ACTION

Course to Aid Students Pick Life Occupation

A new advisement course to guide school boys and girls of Milwaukee, Wis., in their choice of occupations and life careers has been inaugurated by the Milwaukee Board of Education. The course will correlate and enlarge upon the work which has been done for several years in a number of the city high schools which have sought to help students in the choice of life occupations. Business men of the city, industrial leaders and others have agreed to co-operate in the new experimental course.

Receives Diploma After 50 Years

Fifty years after he had been voted a diploma by the trustees of Maine Wesleyan Seminary, Rev. Dr. David B. Holt of Rumford, Maine, member of the class of 1878, received the document last June which he couldn't afford to buy at the time his class was graduated. Dr. Holt, now an influential Methodist clergyman, earned his way through the seminary and so intense was his struggle to meet his financial requirements that at Commencent he did not have the $1 fee required for a diploma. Learning of this incident recently, officials of the school arranged to have the diploma presented to Dr. Holt on the fiftieth anniversary of his graduation.

College Man Dropped As Style Dictator

The day of the college man's dominance as a style leader is passed as far as the International Association of Clothing Designers is concerned. In its recent convention at Toronto it declared its independence of the campus. "While the collegian will continue to exert a definite influence around the campus," it was stated, "he will cease to govern the dress of the non-collegian."

Pullman Cars Used as Dormitories

Late in the summer of 1927 the main college building, containing the chapel, library, five classrooms, all the college offices and living quarters for eighty boys at Blackburn College in Carlinville, Ill., burned. The college records and some 2,000 books were the only things saved. School was scheduled to start in a few weeks. William M. Hudson, president, made a quick survey of the situation and then went into action. He persuaded officials of the Chicago and Alton Railroad to run some extra sleeping cars and day coaches upon temporary sidings near the campus. The cars were remodeled and soon quarters were provided for offices, study halls and for living accommodations. School opened on time. A new fireproof dormitory for men is now nearly completed. Practically all the work has been done by student labor, as Blackburn is a self-help institution.

Library Association Discusses Movies

At the recent national meeting of the American Library Association the program included an innovation in the form of a motion picture round table. H. A. DeVry, president of the DeVry Corporation, addressed the gathering on the subject of the present-day simplicity of operating motion picture projectors for the school, the church and the public library. His lecture was illustrated with various projectors, and several educational films were displayed. J. R. Patterson, chairman of the committee on Moving Pictures and the Library, was in charge of the round table.

Open-Air Schools In Philadelphia

Open-air schools for anemic and tubercular children and a camp for undermourished children are maintained by the board of public education of Philadelphia. In a recent report by the division of physical and health education of the board it is recommended that provision be made to establish camps for all pupils in public schools in order that children who are normal may keep their health.

Rural Education Problems Cited

Problems of curricula, teacher guidance and placement were the foremost topics of discussion at the recent sectional conference on rural education at Los Angeles. More than fifty educators from eight western states were in attendance. Dr. Harvey L. Eby, associate professor of education at the University of California, Los Angeles, pointed out that greater benefits would accrue to education if care is taken that only good material is graduated from teachers' colleges and less stress placed upon the testing of present teachers. While there is a surplus of teachers, he said, some of the most promising candidates will fail to consider teaching as a calling because of this very surplus. For this reason guidance is all the more necessary, that the right sort of candidates may enter the profession. Dr. Eby advocated special training courses for rural teachers and placement counselors at some of the state educational institutions.

Provisions Made For Blind Persons

Special service for blind persons in Alabama for whose training and employment other provision has not been made has been inaugurated by the state department of education, in accordance with recent enactment of the legislature. The training will be given through the rehabilitation service of the division of vocational education. A field agent has been appointed, formerly a county superintendent of child welfare and attendance. The purpose is to train a large number of competent blind men and women for positions in the industries. Others will be employed in institutions already maintained for the purpose in Birmingham and Mobile.

Practical Forestry For Wisconsin Children

Forty-acre tracts of land near schools in three communities in Forest County, Wis., have been donated to the schools by local citizens. They become the property of the schools to which they are deeded, and will serve as laboratories for nature study. Under the supervision of extension foresters of the state university trees will be planted by pupils of the school at the rate of a few acres a year. Instruction will be given in thinning operations, the reduction of fire hazards, and other principles of forest management; and steps will be taken for the propagation of game and bird life. Similar projects are planned for other counties in Wisconsin.

Money Management For Elementary Pupils

A course of instruction in money management will be given experimentally to elementary pupils in two grades of Driscoll and Devotion schools, Brookline, Mass. The course was planned by a member of the faculty of the high school who is chairman of the economics committee of the Massachusetts Teachers Federation. It is a systematic study of the implications of money as they confront the self-supporting adult; the necessity for work; the capacity to earn; usefulness of work to others; payment in return for service; and use of money in saving, spending and giving.

Michigan Takes Care Of Crippled Children

A clinic for crippled children will be held hereafter at least once a year in every county of Michigan, according to recent enactment of the Michigan Legislature providing for the same general care for crippled children as is now given deaf, dumb, blind, or other unfortunate children. At such clinics all crippled children will be given careful surgical examination, and provision is made for use of public funds for treatments whenever parents or guardians are not able to provide proper care.

Museum Used By Children

A new school service building in connection with the American Museum of Natural History was recently dedicated in New York City. It was stated at the dedication exercises by the superintendent of schools of the city that, during the one year 1927, nearly 6,000,000 children had profited directly by the educational activities of the museum. Nature-study collections during that year were used by 765,790 pupils, lantern slides were shown to 4,358,423, and moving picture films to 530,955 pupils. Teachers and pupils to the number of 171,769 attended lectures, and 32,592 attended library loan exhibits. Nine hundred and seventy special collections are circulated in the schools.

Foundation Provides Outside Lecturers

A fine arts foundation in the Richard J. Reynolds High School, Winston-Salem, N. C., has been established by a local citizen, chairman of the board of city school commissioners. The specific purpose of the foundation is to bring to the city each year recognized leaders in different realms of activity, who through inspirational addresses and the power of their personality will be a constructive influence in the lives of students. Lecturers for the past year included representatives of two important educational institutions in the South, a distinguished American poet, a naturalist and writer on scientific subjects, an American sculptor, a prominent minister, and an internationally known medical missionary.

Texas Grandmother Studies to Aid Oil Quest

Mrs. Hattie Baldwin, a grandmother and owner of more than 60,000 Texas acres, believes there is oil on her lands, and with the purpose of developing it, is taking a course in geology at Columbia University. Her first venture in looking for oil was begun on one of her ranches, twenty-five miles from Houston, just before she left for New York. Up to the present time a well 1,900 feet deep has been sunk, but no oil has been found. A few days ago gas was discovered. Mrs. Baldwin is one of the wealthiest land owners in Texas. Two-thirds of her property is leased to oil and gas companies. For many years the Baldwin ranches were leased to cattle owners at twenty-five cents an acre.

Co-Eds to Try To Earn a Living

Twenty co-eds arrived in Chicago recently from as far East as Cornell and as far West as Nebraska to try their big social experiment "on my own." Loaded with theories from the economic departments of their universities, they are to put in several weeks in factories, restaurants, offices or wherever employment can be found.

Palestine Villages Build Own Schools

The genuine demand for education among the Arab peasants is illustrated in the annual report on education, just published by the Palestine Government for the school year 1926-27, by the fact that twenty-one villages completed the construction of school buildings at their own expense in 1927, while eleven more village schools were then being built. The main efforts of the government have been concentrated on providing elementary education for the Arabs and especially the Moslem Arabs, who form the largest and at the same time the most awkward part of the population. In addition to the government schools there are also 520 denominational schools which, provided that they reach a prescribed standard, receive grants-in-aid from public funds. Zionist schools now number 191 and have an attendance of about two-thirds of the total number of Jewish school children and one-fourth of the total number of school children in the country. There are only twenty-three Jewish children at the government schools, and the remainder of the total of 26,557 are provided for by such bodies as the Alliance Israelite of Paris and the Anglo-Jewish Association of London. There are also a large number of Christian schools, with a total attendance of 15,782.

Build Quarters For Married Students

For the accommodations of married graduate students at Harvard University the Harvard Housing Trust is erecting a building at Holden Green, Cambridge. Provision will be made for twenty-two apartments and one small house. Rents will be from $39 to $59, and occupancy is promised by September 15.

Paris Porters Taught English

Just enough pidgin English to get Anglo-Saxon travelers started hotelwards is being taught employees of the North Railroad station in Paris. The road is the first to start English classes for its men.

Pickpocket Income Educates Family

An income from pocket picking enabled Jacob Zuravsky, forty-one years of age, of Coney Island, N. Y., to keep one son in college and one in high school, according to the report of a probation officer in a Brooklyn court when Zuravsky appeared to answer a disorderly conduct charge. For "jostling" a man on the subway Zuravsky was sentenced to an indeterminate term not exceeding two years in the workhouse. The court was told that the man had been arrested 25 times under six aliases on pocket-picking charges in New York, Philadelphia, Detroit, Cleveland, Elizabeth and Salem, Mass. Zuravsky was decribed as "one of the most notorious pickpockets in the East."

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Managing Director

TREND OF THE TIMES

ICELAND'S Parliament, known as the Alting, is to celebrate its tenth centenary in 1930. This is probably the oldest Parliament although the "mother of Parliaments" is generally understood to be the one in England. The Alting was instituted in the year 930 on the plain of Thingvalla. The festivities in connection with the jubilee will be held on the old historic spot at Thingvalla.

DETECTIVES estimate that in England clever porch climbers and other burglars in the larger English cities average perhaps $60 to $70 per week. The best paid are the crack burglars who rob homes of the wealthy. Confidence men are next. The poorest money getters are the pickpocket and the motor thief. The ordinary pickpocket, they estimate, makes $20 to $30 a week.

SKYSCRAPERS of today are in reality vertical cities with populations exceeding those of a considerable number of incorporated cities and with administrative problems and numbers of employees comparable to many municipalities. Each has its own private police or uniformed watchmen, its own fire-fighting force, its water supply system, lighting systems and even laundries. Each has a rapid transit system—elevators. The tenant population usually represents every business, industry and profession necessary to the carrying on of any modern city.

PARIS has surrendered and has become colonized, according to a Parisian correspondent.. It is getting Americanized at a rate which reminds one of the growth of a Middle West city twenty or thirty years ago. At the Opera corner it is American goods which are advertised in big electric signs, instead of English as formerly. There are American business offices at nearly every corner. One by one the old French theatres are being taken over by American cinema firms. At every strategic point may be found an American bank.

NEW SUBSTITUTES for silk that make imitation silk dresses possible for the poorer woman puzzle the dyers and cleaners, according to Paul C. Trimble, general manager of the National Association of Dyers and Cleaners. If the same chemical is used that is used to clean silk the garment is destroyed completely. In an attempt to take spots out of a celanese dress, Mr. Trimble said, it was discovered that such a garment could be converted into first-class automobile lacquer.

RUSSIAN PEASANTS, who have long rejected Communism, are to be socialized, and the "Kulak," or wealthy peasant, who has even more power and wealth today than in the Czarist days, is to be abolished, according to the latest plans of the Soviet Government, as announced in recent numbers of Pravda, its official organ.

PEDESTRIANS would have the right of way in street traffic and the three-color signal lights—red, amber and green—be used to control vehicles, under a decision by the committee of traffic experts appointed to draft a model municipal traffic ordinance for the United States. The ordinance will be submitted to all cities and towns as a pattern for traffic regulation.

STABILIZATION of money in various European countries after the inflation caused by the war and the subsequent crash has practically meant starting out again with new currencies. In some cases old names have been retained for sentimental reasons, but in others the new currency has been given new names. The currency unit of Austria-Hungary was the crown and is now "schilling" for Austria and "pengo" for Hungary. Poland has adopted the "zloty" and Belgium the "belga."

WOMEN WORKERS are not as wealthy as is commonly imagined according to a survey of 3,000 unmarried women by the Federal Bureau of Economics. It was found that those with a salary of sixty dollars a week or more were in a highly exceptional minority. Education engaged the efforts of four-fifths of those studied, and the best paid of these were a group of three presidents of women's colleges, with average salaries of $8,200.. Grade teachers averaged $1,632.

AMERICANS are 96 cents poorer per capita this year than they were last year, but they are $5.60 richer than they were in 1914. Treasury records made public show that the per capita wealth of the United States, based on an estimated population of 118,364,000 on June 30, this year, was $40.52, compared with $41.48 for 1927 and $34.92 for 1914.

The BOOK TABLE

COMMUNITY HEALTH. By C. E. Turner, Massachusetts Institute of Technology, and George B. Collins, director of Health Education, Malden, Mass. Cloth. 250 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

The "Malden Health Series" of which "Community Health" is a member is merely a factor in the group of special achievements of a suburban city of 50,000 population with a superintendent like F. G. Marshall.

Malden has often been a breeder of textbooks. Gordon A. Southworth began his career in recreating and creating a famous series of arithmetics that were the front rank for half a century, and George E. Grey made a high school book that was eminently successful.

It is a high compliment that Professor C. E. Turner of the Massachsetts Institute of Technology a recognized leader in professional health promotion, is creating a series of health texts under the title "Malden Health Series." This greatly pleases those of us who have been boosting the modernness of Malden—through many years when modernism has been changing frequently.

"Community Health" has been produced in the classroom by presentation, adaptation, revision, re-presentation, and further modification. It presents both the social and the personal aspects of community health. These pages are no exercise in light reading; nor are they dull, unimaginative fact-grinding. They are scientifically informative, but they are studded with questions. Students are asked at every opportunity to use modern scientific information and their own observation to solve a real problem in sanitation or community health.

THE INDIVIDUAL PUPIL IN THE MANAGEMENT OF CLASS AND SCHOOL. By Paul R. Mort, Ph.D., Teachers College, Columbia University. American Education Series. George Drayton Strayer, general editor. Cloth. 382 pages. New York, Cincinnati, Chicago, Boston, Atlanta: The American Book Company.

It is important to have this intensive study of the Dalton Plan of Helen Parkhurst, the Winetka Plan of Carleton Washburn, and the Central City Plan of E. L. Nowtry, but it merely brings us to the threshold of the great movement of the hour which is transforming the universities and public schools.

It is important that Dr. Strayer has had Dr. Mort elaborate the Plateau where we rested for a time in the geological professionalism of individual instruction while other educational masters were preparing to create a professional personality of miraculous achievement.

Rollins College, the University of Wisconsin, the new scholastic creation in Harvard University are discovering new universes in the educational heavens. Francis W. Kirklan, R. L. Cooley, M. R. Keyworth, T. W. Gosling and others are revealing almost miraculous achievements. In the last three or four years personality instruction seems to have surpassed individual instruction as marvelously as television has surpassed the telephone, and in much the same way.

We fear this vista of the educational vision will be interpreted as doubtful praise of this really notable professional contribution, but it is not so intended, "The Individual Pupil" is the first attempt to adequately describe the work growing out of the professional adventures of Preston W. Search, Frederick Burk and Madam Montesorri, as Miss Parkhurst and Superintendent Washburn have realized the idealism of these great educational explorers.

Nowhere else will there ever be found the wealth of information which Dr. Mort has collected and it should be appreciated, and its revelations should be appropriated.

We do not undervalue the contribution made by the creations of the Marconi system now that the Beam system is infinitely more important than wireless telegraphy.

We would repeat our professional slogan give the signal to go and not to whoa.

HIGH SCHOOL CHEMISTRY. By George Howard Bruce, New-World Science Series. Edited by John W. Ritchie. Cloth. Illustrated. 550 Pages. Yonkers-on-Hudson, New York and Chicago: World Book Company.

Chemistry is the most fascinating of the sciences, first because it plays the most vital part in mineral, vegetable and animal activities, second, because it is the most miraculous revelation of the law and the why of all activities that are alive and that are used by life, and third, because these scientific revelations have come in the school life of every high school student.

No teacher of chemistry today studies chemistry in his high school when anybody in the world knew what every high school student knows today as naturally as he knows how to read. This makes it impossible to use a high school book in science that was written even a few years ago.

We taught chemistry in a state normal school, one of the best state normal schools in the country. We were probably the first teacher of chemistry in a state normal school to use Charles W. Eliot's (Eliot and Storer) laboratory chemistry. It was the first textbook on chemistry that even suggested that the teacher should do anything and much less that students should see anything done.

Learning chemistry sixty years ago was to recite what the book said would happen if certain things were done. After the first year we did have a few very simple experiments for the students to see what really happened. After the arrival of the Eliot and Storer's book we performed several simple experiments.

As we have read much of "High School Chemistry" by George Howard Bruce—and we have read practically every new school chemistry since the electrom was discovered we are appalled at the ease with which the student can understand the notion of the electrons even in the third circle in the Planetary Orbits as they leap from one orbit to another in chemical reactions.

High school boys and girls study chemical reaction of electrons whirling about protons with as much confidence in the rules of electrons as they have in the regulations about tackling or kicking a goal from the field on the gridiron.

"We have enjoyed this "High School Chemistry" with an evening off between lecture dates in Iowa, in mid-July, as much as any one can enjoy golf, and it thrills me as much as a good shot does the man at golf. It is a wonderful book dealing with chemical miracles.

CLASSROOM ORGANIZATION AND CONTROL. Revised and Enlarged by Jesse B. Sears, Leland Stamford University. Cloth. 400 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

After ten years of appreciation and extensive use author, editor (Ellwood P. Cubberley) and publishers have united in meeting modern conditions as developed in various progressive school systems by a delightful grafting of the new spirit on the forceful vigor of the past as the best flavored fruit is produced by grafting new discoveries on the most vigorous traditional fruit trees.

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GRINS BETWEEN GRINDS

Right But Wrong

Auto Tourist—"I clearly had the right of way when this man ran into me, and yet you say I was to blame."

Local Cop—"You certainly were."

Autoist—"Why?"

Local Cop—"Because his father is mayor, his brother chief of police, and I go with his sister."

Forehanded

Jean, about three and a half years old, was told not to forget to tell the little boy who was having a party that she had had a nice time. Upon her arrival home, the first question was "Did you tell Frank you had a nice time?"

Her reply was, "Oh, yes, Mother, I told him as soon as I got there, so I wouldn't forget it!"—From "Children, the Magazine for Parents."

Horse Sense

"Hey!" shouted the purchaser of a balky horse to the erstwhile owner. "You sold this horse under false pretenses. You said you were selling him in order to leave town, and here you are driving a brand new rig and another horse. What's more, this horse is balky and that's why you sold him. I wanted to go out to my cousin's place the other day and I couldn't get him beyond the bridge at the outskirts of the town."

"Well, that's why I sold him," replied the seller. "Because I wanted to leave town."—Sunshine.

Listen!

She—"What should I do, doctor, my husband talks in his sleep?"

Doctor—"Give him a chance to talk during the day."

Bad Form

Grandma — "O, Jenny, darling, I am surprised! Aren't you going to give your brother part of your apple?"

Jenny—"No, Grannie. Eve did that and she's been criticised ever since."

Evidently

Mark Twain, while at his summer residence, prepared one evening to take a drive and, expecting to remain out until late, told his hostler that he need not wait for him. He instructed the man, however, when he had finished his work, to lock the stable and place the key under a stone, the location of which Mr. Clemens described with much exactness. When the humorist reached home after his drive he was surprised to find the key was not in the place selected. When his patience had been exhausted, he awoke the hostler, who explained, as he started out to find the missing key, "Mr. Clemens, I found a better place to hide it."—Barnstable Patriot.

Tempted

Observers from foreign countries say American husbands, as a rule, spoil their wives by praising them overmuch. However correctly the criticism may apply generally, it does not apply to the old Maine farmer who is on record as having said:

"Yes, I reckon I've got the best wife that ever lived. For nigh on to fifty years, through sunshine and shadow, riches and poverty, sickness and health, she's been as true as steel and as sweet as an angel. Yes, sir: I don't believe a better wife ever lived atop of the earth, and sometimes it's all I can do to keep from telling her so."—Boston Globe.

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Uncle Sam Ends Big Job

Uncle Sam has just completed the world's greatest experiment in education. The last group of trainees of the veterans' bureau has been crossed off the books. In eight years 128,500 men have been rehabilitated. The cost was about $600,000,000. The earning capacity of these men has been increased, so that in the long run they will return to society a sum far greater than the $600,000,000 spent to train and keep them. All veterans with 10 per cent disability or more were eligible to vocational training. The training numbered hundreds of occupations. Some of them became priests, ministers, mechanics, doctors, dentist, pipe organists, beauty culturists, embalmers. The most popular subject was chicken raising. Among the poultry farmers trained are 100 blind men. A total of 334,494 men applied for training before June 30, 1923. The work was to have ended two years ago, but at that time the goverment granted extensions the last of which was concluded this summer.

Education "Bee" in China

Every family in the village of Chai Chen, near Peking, China, maintained open house when that hamlet recently acted as host to the best students of the county, who assembled with their friends for the prize-awarding ceremonies. Ten thousand peasants walked for miles in the rain in order to be present at the exercises. The celebration was the conclusion of a mass education movement started in November, 1926, in which this county was urged as an experimental ground for educational and social progress. Every man and woman in the district who could read and write agreed to give voluntary instruction to all who wished to learn, and the result today is a standard of literacy in this country, probably unequalled in any rural district in China. One of the four highest awards for scholarship went to a girl sixteen years old. A veteran peasant, who had been unable to read all his life, also received a high rating, to his evident astonishment. Prizes were given not only to the best students, but also to the best teachers, and rewards were also given to winners in needlework and athletic contests.

Radios in Pittsburgh Schools

Education by radio is to be undertaken in Pittsburgh. The new proposal provides for the instruction of pupils through radio, while they sit in their class rooms throughout the city schools and gives parents in the homes opportunity to hear what their children are being taught and also to brush upon what they desire to learn from the lessons. Practically every school in Pittsburgh will be equipped with a receiving set and at specified times lessons on a particular subject will be broadcast to all pupils of a certain grade simultaneously from a broadcasting station to be installed in a new administration building of the board of education. Many of the lessons will be dramatized. Teachers and pupils whose voices are found suitable for broadcasting will carry out the lesson through the microphone, the teacher questioning and explaining and the students answering and giving their version. Lessons will be given from the low and high school grades.

Meetings To Be Held

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: All-State Conference for Vocational Homemaking Teachers, Western Illinois State Teachers College, Macomb. Adah Hess, supervisor, Springfield, Ill.

5-6: Illinois State Home Economics Association, Macomb, Illinois. Adah Hess, Springfield, Illinois.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joilet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin. Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Delaware State Education Association, Robert E. Shilling, Supt., Milford; Newark, N. J.

8-10: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines; Des Moines, Iowa.

8-10: Minnesota Education Association, C. G. Schulz, 919 Pioneer Building, St. Paul; Minneapolis, Minnesota.

8-10: Wisconsin Teachers Association, B. E. McCormick, 716 Beaver Bldg.., Madison; Milwaukee, Wisconsin.

9: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Greenville, North Carolina.

9-10: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Ithaca, N. Y.

10-11-12-13: New Jersey State Association, President Henry P. Miller, principal, Senior High School, Atlantic City, N. J. Atlantic City, N. J.

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